



UNIVERSITY *of* CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment

# Key English Test



***Handbook for teachers***

**Level A2**

Common European Framework of Reference

## KET content and overview

| Paper          | Name            | Timing   | Content   | Test Focus  |
|----------------|-----------------|--|---|---|
| <b>Paper 1</b> | Reading/Writing | 1 hour 10 minutes                                  | Nine parts:<br>Five parts (Parts 1–5) test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts.<br>Parts 6–9 concentrate on testing basic writing skills. | Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level.<br><br>Assessment of candidates' ability to produce simple written English, ranging from one-word answers to short pieces of continuous text. |
| <b>Paper 2</b> | Listening       | 30 minutes<br>(including 8 minutes, transfer time) | Five parts ranging from short exchanges to longer dialogues and monologues.   | Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.   |
| <b>Paper 3</b> | Speaking        | 8–10 minutes per pair of candidates                | Two parts:<br>in Part 1, candidates interact with an examiner;<br>in Part 2 they interact with another candidate.   | Assessment of candidates' ability to answer and ask questions about themselves and about factual non-personal information.  |

# Preface

This handbook is for anyone who is preparing candidates for the Cambridge ESOL Key English Test (KET). The introduction gives an overview of KET and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

Further information on the examination will be issued in the form of:

- regular update bulletins
- an extensive programme of seminars and conference presentations.

If you require additional CDs or further copies of this booklet, please email: [ESOLinfo@CambridgeESOL.org](mailto:ESOLinfo@CambridgeESOL.org)

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# Introduction to Cambridge ESOL

## ■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the University of Cambridge Local Examinations Syndicate (UCLES), which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. Over 3 million people a year take these examinations at centres in over 130 countries.

Cambridge ESOL's systems and processes for designing, developing and delivering examinations and assessment services are certified as meeting the internationally recognised ISO9001:2000 standard for quality management.

Cambridge ESOL examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. Although they are designed for native speakers of languages other than English, no language related restrictions apply. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – listening, speaking, reading and writing. They include a range of tasks which assess candidates' ability to use English, so that in preparing for the examinations, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL examinations assess is the ability to communicate effectively in English.

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers, and these are described in the following section.

## ■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – listening, speaking, reading and writing – as well as knowledge of language structure and use

- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or possible disability.

Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the candidate's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate, and therefore the extent to which they can be depended on for making decisions about the candidate. Impact concerns the effects, beneficial or otherwise, which an examination has on the candidates and other users, whether these are educational, social, economic or political, or various combinations of these. Practicality can be defined as the extent to which an examination is practicable in terms of the resources needed to produce and administer it. All these factors underpin the development and production of Cambridge ESOL examinations.

## Examination content and processing

### ■ What is KET?

The Key English Test (KET) is an examination that demonstrates that a person can deal with everyday English at a basic level. It is widely accepted as a qualification representing a general basic ability in English (CEFR Level A2).

### ■ KET and KET for Schools

There are two versions of the exam available: KET and KET for Schools. The difference between the two versions is that the content and topics in KET for Schools are particularly targeted at the interests and experiences of younger people.

### ■ Content of KET

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed within the three test papers. Reading and Writing are combined under a single test component in KET. Reading is a multi-dimensional skill

involving the interaction of the reader's mental processing capacities with their language and content knowledge; further interaction takes place between the reader and the external features of the text and task. Purpose and context for reading shape these interactions and this is reflected through the use of different text and task types which link to a relevant target language use context beyond the test. Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading, KET Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation. KET Writing tasks vary in complexity from tasks requiring single word answers to a communicative task requiring up to 35 words of output. Listening, like reading, is a multidimensional skill, involving interaction between the listener and the external features of the text and task and the test employs a range of text and task types to reflect the variety of situations a learner at this level is likely to encounter. As with writing, speaking involves multiple competencies including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are particularly distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in KET is assessed directly, through a face-to-face encounter between candidates and examiners.

Each of the four skills tested in KET provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

## ■ The level of KET

KET is at Level A2 of the Common European Framework of Reference for Languages, and a description of this level is given below in terms of:

- what material learners can handle
- what learners can be expected to be able to do.

At this level a learner should be able to cope linguistically in a range of everyday situations which require a basic and largely predictable use of language. An A2 Level user will be able to use English in their own or a foreign country in contact with native and non-native speakers of English for general purposes as described below.

### *The type of materials a KET candidate can deal with*

A language user at this level needs to be able to read simple texts, many of which are of the kind needed for survival in day-to-day life or while travelling in a foreign country. These include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to make a phone call. The user should also be able to deal with personal messages written as letters or postcards, and gain some information from informative texts taken from newspapers and magazines. Where

listening skills are concerned, a user needs to understand the basic facts given in announcements such as at railway stations and airports, traffic information given on the radio, and public announcements made at sporting events or pop concerts.

### *What a KET candidate can do*

In the context of work, a language user at this level can handle basic enquiries related to their own familiar job area, dealing, for example, with questions about prices, quantities of goods ordered, or delivery dates. In a meeting, they could provide straightforward facts if asked directly, but cannot follow a discussion. On the telephone, they could take the name of a caller and note down a simple message including a phone number.

If travelling as a tourist, a user is able to find out what time a tour starts and how much something costs. They can understand the outline of the information given on a guided tour, as long as it is in a predictable context, but can ask only very simple questions to get more information.

They can express their own likes and dislikes, but only in simple terms.

Where reading is concerned, at this level the user can understand the gist of a tourist brochure with the help of a dictionary, to the extent of being able to identify the starting and finishing times of a guided tour and what will be seen on the tour. They can write very simple personal letters, expressing thanks, or a basic message, although there may be elementary mistakes.

### *The Common European Framework of Reference for Languages*

Cambridge ESOL exams are aligned to the Common European Framework of Reference for Languages – the standard benchmark for measuring and describing language ability around the world. The Framework sets out six stages of language ability (see Table 1), with each level clearly described by a set of 'Can Do' statements (see Table 2).

**Table 1**

| Cambridge Main Suite                  | CEFR levels |
|---------------------------------------|-------------|
| Certificate of Proficiency in English | C2          |
| Certificate in Advanced English       | C1          |
| First Certificate in English          | B2          |
| Preliminary English Test              | B1          |
| Key English Test                      | A2          |
|                                       | A1          |

## ■ Varieties of English

Candidates' responses to tasks in the Cambridge ESOL examinations are acceptable in varieties of English which would enable candidates to function in the widest range of international contexts. Candidates are expected to use a

**Table 2**  
**‘Can Do’ summary**

| Typical abilities              | Listening and Speaking   | Reading and Writing   |
|--------------------------------|--|---|
| <b>Overall general ability</b> | CAN understand simple questions and instructions.<br><br>CAN express simple opinions or requirements in a familiar context.  | CAN understand straightforward information within a known area.<br><br>CAN complete forms and write short simple letters or postcards related to personal information.  |
| <b>Social and Tourist</b>      | CAN understand straightforward directions, provided that these are not lengthy or complex.<br><br>CAN express likes and dislikes in familiar contexts using simple language.                     | CAN understand straightforward information on food, standard menus, road signs and messages on automatic cash machines.<br><br>CAN complete most forms related to personal information.                                   |
| <b>Work</b>                    | CAN understand the general meaning of a presentation made at a conference if the language is simple and backed up by visuals or video.<br><br>CAN state simple requirements within own job area. | CAN understand most short reports or manuals of a predictable nature within his/her own area of expertise.<br><br>CAN write a short, comprehensible note of request to a colleague or a known contact in another company. |
| <b>Study</b>                   | CAN understand basic instructions on class times, dates and room numbers.<br><br>CAN express simple opinions using expressions such as ‘I don’t agree’.  | CAN understand the general meaning of a simplified textbook or article, reading very slowly.<br><br>CAN write a very short simple narrative or description.   |

particular variety with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word in the same written response to a given task.

### ■ Recognition

KET is widely recognised as a qualification representing a general basic ability in English. More information about recognition is available from centres, British Council offices, Cambridge ESOL and from [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

### ■ Official accreditation in the UK

KET for Schools has been accredited by the Office of the Qualifications and Examinations Regulator (Ofqual), the regulator of qualifications, tests and exams in England, at Cambridge ESOL Entry Level Certificate in ESOL International (Entry 2).

### ■ The KET candidature

Information is collected about KET candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for KET come from a wide range of backgrounds and take the examination for a number of different reasons.

### ■ What sort of test is KET?

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of KET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these

aims. KET corresponds closely to an active and communicative approach to learning English, without neglecting the need for clarity and accuracy.

### ■ Certification

The qualification a candidate receives for both versions of the exam (KET and KET for Schools) is exactly the same.

KET certificates are issued to candidates gaining a passing grade (Pass with Merit or Pass). Candidates who have not achieved a KET passing grade (CEFR Level A2), but have demonstrated ability at the level below this, are awarded a certificate for Level A1. A1 certificates do not refer to the KET exam.

Candidates receive a detailed Statement of Results approximately five to six\* weeks after the examination. Certificates are issued approximately four weeks after the issue of the Statements of Results.

Certificates are not issued to candidates awarded a Fail grade.

### ■ Marks and results

The final mark a candidate receives is the total of the marks obtained in each of the three papers (Reading and Writing, Listening, and Speaking). There is no minimum pass mark for individual papers. The Reading and Writing paper carries 50% of the marks and Listening and Speaking each carry 25% of the total marks.

The Statement of Results shows the grade awarded and a

\* Results for computer-based tests are released in three to four weeks.

graphical display of the candidate's performance in each skill (shown against the scale Exceptional – Good – Borderline – Weak). In addition, candidates receive a standardised score for the whole exam on a fixed scale out of 100. This score allows candidates to see exactly how they have performed within a grade boundary. There are fixed values for each KET grade:

- Pass with Merit = 85–100
- Pass = 70–84
- A1 = 45–69
- Fail = 0–44

This means that the score a candidate needs to achieve a KET passing grade will always be 70. Candidates with a score of 45–69 are issued with A1 Level certificates.

Grade boundaries are set by considering item statistics, candidate performance, examiner reports and historical comparison, among other things. This ensures fairness and consistency from one examination to another and for each candidate.

## ■ Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

- **Special arrangements:**  
These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. Special arrangements may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details as soon as possible.
- **Special consideration:**  
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.
- **Malpractice:**  
Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

# KET support

## ■ Course materials

A list of UK publishers which produce coursebooks and practice materials related to the examinations is available from Cambridge ESOL and is on the Cambridge ESOL website. KET requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will be supplemented; care should be taken to ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination. *N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.*

## ■ Past papers and examination reports

Cambridge ESOL produces past examination papers, which can be used for practice, and examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how to order past papers and examination reports, and how to download an order form, are available from [www.CambridgeESOL.org/support](http://www.CambridgeESOL.org/support)

The sample question papers included in this handbook have been produced to reflect the format of the examination. However, candidates are strongly advised not to concentrate unduly on working through practice tests and examinations as this will not by itself make them more proficient in the different skills.

## ■ Online support

Cambridge ESOL provides an online resource for teachers, designed to help them understand the examinations better and to prepare candidates more effectively.

The Teaching Resources website can be found at [www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach)

## ■ Seminars for teachers

Cambridge ESOL offers a wide range of seminars designed for teachers concerned with the examinations; some are also suitable as introductions for administrators, school directors etc. Some seminars are intended to provide information and support for teachers who are familiar with the examinations, and others can be used to introduce teachers to established examinations and also to new or revised examinations. Contact Cambridge ESOL for further details.

## ■ Administrative information

The KET examination is available several times a year. A computer-based version of KET (CB KET) is also available. Please see the Cambridge ESOL website for details of examination sessions, [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

Candidates must enter through a recognised centre.

The tasks in each component of CB KET follow the same format as in the paper-based version of KET. The Reading and

Writing, and Listening components are taken on computer, but the Speaking test is still administered in the same way as for paper-based KET.

Candidates must enter through a recognised centre.

### ■ Further information

Copies of Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Local Secretary in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

## The aims and objectives of KET

Candidates who are successful in KET should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English. The following information provides an outline of the four skills covered in KET and a list of the language specifications that the KET examination is based on.

### ■ Reading

Making use of the limited structural and lexical resources at their disposal, KET candidates should be able to understand the main message, and some detail, of a variety of short factual reading texts: for example, signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newspapers and magazines. They should also have strategies for dealing with unfamiliar structures and vocabulary.

### ■ Writing

KET candidates need to be able to produce items of vocabulary from a short definition, select appropriate lexis to complete one-word gaps in a simple text, and to transfer information from a text to a form. They also need to show their ability to complete a short everyday writing task appropriately, coherently and showing reasonable control of structure, vocabulary, spelling and punctuation.

### ■ Listening

Candidates should be able to understand and respond to dialogues and monologues, including telephone conversations and recorded messages, in both informal and neutral settings on a range of everyday topics. The texts will be delivered at a pace which is slow but not unnaturally so. Candidates should be able to extract relevant factual information from what they hear.

### ■ Speaking

Candidates should be able to interact both with an examiner and with another candidate. They should be able to answer and ask questions about themselves and about factual information on a prompt card (e.g. times, prices, etc.). They should also demonstrate strategies for dealing with communication difficulties, e.g. paraphrasing, asking for clarification.



# Language specifications

The following is a summary of the language which is tested in KET. In terms of vocabulary and grammatical structure, KET candidates will have productive control of only the simplest of exponents for each category below; there is a wider, but still limited, range that they will be able to deal with receptively; and they will have strategies for coping with the unfamiliar.

## Language purposes

- Carrying out certain transactions:  
Making arrangements  
Making purchases  
Ordering food and drink
- Giving and obtaining factual information:  
Personal  
Non-personal (places, times, etc.)
- Establishing and maintaining social and professional contacts:  
Meeting people  
Extending and receiving invitations  
Proposing/arranging a course of action  
Exchanging information, views, feelings and wishes

## Language functions

There are six broad categories of language functions (what people do by means of language):

- imparting and seeking factual information
- expressing and finding out attitudes
- getting things done
- socialising
- structuring discourse
- communication repair.

A more detailed inventory of functions, notions and grammatical areas covered by KET is given below.

## ■ Inventory of functions, notions and communicative tasks

*The realisations of these functions, notions and communicative tasks will be in the simplest possible ways.*

greeting people and responding to greetings (in person and on the phone)  
introducing oneself and other people  
asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.  
understanding and completing forms giving personal details  
describing education and/or job  
describing people (personal appearance, qualities)  
asking and answering questions about personal possessions  
asking for repetition and clarification  
re-stating what has been said  
checking on meaning and intention

helping others to express their ideas  
interrupting a conversation  
asking for and giving the spelling and meaning of words  
counting and using numbers  
asking and telling people the time, day and/or date  
asking for and giving information about routines and habits  
understanding and giving information about everyday activities  
talking about what people are doing at the moment  
talking about past events and states in the past, recent activities and completed actions  
understanding and producing simple narratives  
reporting what people say  
talking about future situations  
talking about future plans or intentions  
making predictions  
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)  
buying and selling things (costs and amounts)  
talking about food and ordering meals  
talking about the weather  
talking about one's health  
following and giving simple instructions  
understanding simple signs and notices  
asking the way and giving directions  
asking for and giving travel information  
asking for and giving simple information about places  
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)  
making comparisons and expressing degrees of difference  
expressing purpose, cause and result, and giving reasons  
making and granting/refusing simple requests  
making and responding to offers and suggestions  
expressing and responding to thanks  
giving and responding to invitations  
giving advice  
giving warnings and stating prohibitions  
asking/telling people to do something  
expressing obligation and lack of obligation  
asking and giving/refusing permission to do something  
making and responding to apologies and excuses  
expressing agreement and disagreement, and contradicting people  
paying compliments  
sympathising  
expressing preferences, likes and dislikes (especially about hobbies and leisure activities)  
talking about feelings  
expressing opinions and making choices  
expressing needs and wants  
expressing (in)ability in the present and in the past  
talking about (im)probability and (im)possibility  
expressing degrees of certainty and doubt

## ■ Inventory of grammatical areas

### Verbs

Regular and irregular forms

### Modals

can (ability; requests; permission)

could (ability; polite requests)

would (polite requests)

will (future)

shall (suggestion; offer)

should (advice)

may (possibility)

have (got) to (obligation)

must (obligation)

mustn't (prohibition)

need (necessity)

needn't (lack of necessity)

### Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)

Present continuous: present actions and future meaning

Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Future with going to

Future with will and shall: offers, promises, predictions, etc.

### Verb forms

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without to) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Short questions (Can you?) and answers (No, he doesn't)

### Clause types

Main clause: Carlos is Spanish.

Co-ordinate clause: Carlos is Spanish and his wife is English.

Subordinate clause following sure, certain: I'm sure (that) she's a doctor.

Subordinate clause following know, think, believe, hope: I hope you're well.

Subordinate clause following say, tell: She says (that) she's his sister.

Subordinate clause following if, when, where, because:

I'll leave if you do that again.

He'll come when you call.

He'll follow where you go.

I came because you asked me.

### Interrogatives

What, What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

### Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Compound nouns

Noun phrases

Genitive: 's & s'

Double genitive: a friend of theirs

### Pronouns

Personal (subject, object, possessive)

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.

Indefinite: some, any, something, one, etc.

Relative: who, which, that

### Determiners

a + countable nouns

the + countable/uncountable nouns

### Adjectives

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: my, your, his, her, etc.

Demonstrative: this, that, these, those

Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.

Comparative and superlative forms (regular and irregular)

Order of adjectives

Participles as adjectives

### Adverbs

Regular and irregular forms

Manner: quickly, carefully, etc.

Frequency: often, never, twice a day, etc.

Definite time: now, last week, etc.

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.

Place: here, there, etc.

Direction: left, right, etc.

Sequence: first, next, etc.

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

## Prepositions

Location: to, on, inside, next to, at (home), etc.

Time: at, on, in, during, etc.

Direction: to, into, out of, from, etc.

Instrument: by, with

Miscellaneous: like, about, etc.

Prepositional phrases: at the end of, in front of, etc.

Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

## Connectives

and, but, or,

when, where, because, if

Note that students will meet forms other than those listed above in KET, on which they will not be directly tested.

## ■ Topics

Clothes

Daily life

Entertainment and media

Food and drink

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

School and study

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

Work and jobs

## ■ Lexis

The KET Vocabulary List includes items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the use of American pronunciation, spelling and lexis is acceptable in KET.

A list of vocabulary that may appear in the KET examination is available from the Cambridge ESOL website:

**[www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach)**

The list does not provide an exhaustive register of all the words which could appear in KET question papers and candidates should not confine their study of vocabulary to the list alone.

# PAPER 1

## READING AND WRITING

### GENERAL DESCRIPTION

**Paper format** This paper contains nine parts.

**Timing** 1 hour 10 minutes.

**No. of Qs** 56.

**Task types** Matching, multiple choice, multiple-choice cloze, open cloze, word completion, information transfer and guided writing.

**Sources** Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.

**Answering** Candidates indicate answers either by shading lozenges (Parts 1–5) or writing answers (Parts 6–9) on the answer sheet.

**Marks** Each item carries one mark, except for question 56 which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of total marks for the whole examination.

### STRUCTURE AND TASKS

#### PART 1

**Task type and format** Matching.  
Matching five prompt sentences to eight notices, plus one example.

**Task focus** Gist understanding of real-world notices. Reading for main message.

**No. of Qs** 5.

#### PART 2

**Task type** Three-option multiple choice sentences. Six sentences (plus an integrated example) with connecting link of topic or story line.

**Task focus** Reading and identifying appropriate vocabulary.

**No. of Qs** 5.

#### PART 3

**Task type and format** Three-option multiple choice.  
Five discrete 3-option multiple-choice items (plus an example) focusing on verbal exchange patterns.  
**AND**  
Matching.  
Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.

**Task focus** Functional language. Reading and identifying appropriate response.

**No. of Qs** 10.

## PART 4

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Right/Wrong/Doesn't say <b>OR</b><br>Three-option multiple choice.<br>One long text or three short texts adapted from authentic newspaper and magazine articles.<br>Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example. |
| <b>Task focus</b>           | Reading for detailed understanding and main idea(s).   |
| <b>No. of Qs</b>            | 7.   |

## PART 5

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Multiple-choice cloze.<br>A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles.<br>Eight 3-option multiple-choice items, plus an integrated example. |
| <b>Task focus</b>           | Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).  |
| <b>No. of Qs</b>            | 8.   |

## PART 6

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Word completion.<br>Five dictionary definition type sentences (plus an integrated example).<br>Five words to identify and spell. |
| <b>Task focus</b>           | Reading and identifying appropriate lexical item, and spelling.  |
| <b>No. of Qs</b>            | 5.   |

## PART 7

|                             |   |
|-----------------------------|---|
| <b>Task type and format</b> | Open cloze.<br>Text of type candidates could be expected to write, for example a short letter or email.<br>Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly. |
| <b>Task focus</b>           | Reading and identifying appropriate word with focus on structure and/or lexis.  |
| <b>No. of Qs</b>            | 10.   |

## PART 8

|                             |   |
|-----------------------------|---|
| <b>Task type and format</b> | Information transfer.<br>One or two short input texts, authentic in nature (notes, adverts etc.) to prompt completion of an output text (form, note, etc.).<br>Five spaces to fill on output text with one or more words or numbers (plus an integrated example). |
| <b>Task focus</b>           | Reading and writing down appropriate words or numbers with focus on content and accuracy.   |
| <b>No. of Qs</b>            | 5.  |

## PART 9

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Guided writing.<br>Either a short input text or rubric to prompt a written response.<br>Three messages to communicate. |
| <b>Task focus</b>           | Writing a short message, note or postcard of 25–35 words.  |
| <b>No. of Qs</b>            | 1.   |

# Preparation

## General

■ The Reading and Writing part of the test together take 1 hour and 10 minutes with a total of 56 questions. Candidates have a question paper and a separate answer sheet on which they record their answers. Efforts are made to keep the language of instructions to candidates as simple as possible, and a worked example is given in every part of the test.

■ Reading texts are authentic texts, adapted where necessary so that most of the vocabulary and grammatical structures are accessible to students at this level. However, candidates are expected to be able to make use of interpretation strategies if they encounter unfamiliar lexis or structures.

■ Candidates do not need to follow a specific course before attempting KET. Any general English course for beginners of approximately 200 learning hours which develops reading and writing skills alongside instruction in grammar and vocabulary will be suitable.

■ In addition to coursebook reading texts, teachers are advised to give their students every opportunity to read the type of English used in everyday life, for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. In dealing with this real-life material, students should be encouraged to develop reading strategies to compensate for their limited linguistic resources, such as the ability to guess unfamiliar words, and the ability to extract the main message from a text. A class library consisting of English language magazines and simplified readers on subjects of interest to students will be a valuable resource.

■ Students should also be encouraged to take advantage of real-life occasions for writing short messages to each other and their teacher. They can, for example, write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property. Here the emphasis should be on the successful communication of the intended message, though errors of structure, vocabulary, spelling and punctuation should not be ignored.

■ To ensure that candidates fully understand what they will have to do in the Reading and Writing paper, it is advisable for them to become familiar in advance with the different types of test tasks. They should also make sure that they understand how to record their answers on the answer sheet (page 22).

## By part

*Parts 1–5 focus particularly on reading.*

### ■ PART 1

■ In Part 1, candidates are tested on their ability to understand the main message of a sign, notice or other very short text. These texts are of the type usually found on roads, in railway stations, airports, shops, restaurants, offices,

schools, etc. Wherever possible these texts are authentic and so may contain lexis which is unfamiliar to the candidates, but this should not prevent them from understanding the main message. This is a matching question, requiring candidates to match five sentences to the appropriate sign or notice.

### ■ PART 2

■ In Part 2, candidates are tested on their knowledge of vocabulary. They are asked to fill the gap in each of five sentences with one of the three options provided. There is a completed example sentence at the beginning. The six sentences are all on the same topic or are linked by a simple story line. Candidates should deal with each sentence individually but be aware that the overall context will help them find the correct answer.

### ■ PART 3

■ In Part 3, candidates are tested on their ability to understand the language of the routine transactions of daily life.

■ Questions 11–15 are multiple choice (three options). Candidates are asked to complete five 2-line conversational exchanges.

■ Questions 16–20 are matching questions. Candidates are asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues take place in shops, hotels, restaurants, etc., and in various work, study and social situations.

### ■ PART 4

■ In Part 4, candidates are tested on their ability to understand the main ideas and some details of longer texts. These texts come from authentic sources, such as newspaper and magazine articles, but are adapted to make them accessible to candidates. Texts may include vocabulary which is unfamiliar to the candidates, but this should not interfere with their ability to complete the task.

■ The questions in this part may be multiple-choice comprehension questions (with three options) or alternatively, candidates may be asked to decide whether, according to the text, each one of a set of statements is correct or incorrect, or whether there is insufficient information in the text to decide this.

### ■ PART 5

■ In Part 5, candidates are tested on their knowledge of grammatical structure and usage in the context of a reading text. As with Part 4, texts are adapted from newspaper and magazine articles, encyclopaedias and other authentic sources. Words are deleted from the text and candidates are asked to complete the text by choosing the appropriate word from three options. Deletions mainly focus on structural elements, such as verb forms, determiners, pronouns,

prepositions and conjunctions. Understanding of structural relationships at the phrase, clause, sentence or paragraph level is also required.

*Parts 6–9 focus particularly on writing.*

## ■ PART 6

■ In Part 6, candidates are asked to produce five items of vocabulary and to spell them correctly. The five items of vocabulary will all belong to the same lexical field, for example, jobs, food, things you can find in a house, etc. For each word they have to write, candidates are given a 'definition' of the type you can find in a learner's dictionary, followed by the first letter of the required word and a set of dashes to represent the number of the remaining letters in the required word. There is a worked example at the beginning.

## ■ PART 7

■ In Part 7, candidates are asked to complete a gapped text. Texts are short and simple and are of the type candidates at this level may be expected to write, for example, notes, emails and short letters. A text may take the form of a note plus a reply to that note, or may be a single letter. Deletions in the text focus on grammatical structure and vocabulary. Candidates are only asked to produce words which students at this level can be expected to actively use. Correct spelling of the missing words is essential in this part.

## ■ PART 8

■ In Part 8, candidates complete a simple information transfer task. They are asked to use the information in one or two short texts (email, advertisement, note, etc.) to complete a note, form, diary entry or other similar type of document. Candidates have to understand the texts in order to complete the task, and the focus is on both writing and reading ability. Candidates are expected to understand the vocabulary commonly associated with forms, for example, name, date, time, cost, etc. The required written production is at word and phrase level, not sentence. Correct spelling is essential in this part.

## ■ PART 9 – Question 56

■ In Part 9, candidates are given the opportunity to show that they can communicate a written message (25–35 words) of an authentic type, for example a note or postcard to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts given. All three prompts must be addressed in order to complete the task fully. Alternatively, the candidates may be asked to read and respond appropriately to three elements contained within a short note, email or postcard from a friend.

## Assessment

■ There are 5 marks for Part 9. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible.

### General Mark Scheme for Part 9

| Mark     | Criteria  |
|----------|---|
| <b>5</b> | <i>All three parts of message clearly communicated.</i><br>Only minor spelling errors or occasional grammatical errors.   |
| <b>4</b> | <i>All three parts of message communicated.</i><br>Some non-impeding errors in spelling and grammar or some awkwardness of expression.  |
| <b>3</b> | <i>All three parts of message attempted.</i><br>Expression requires interpretation by the reader and contains impeding errors in spelling and grammar.<br><br>All three parts of the message are included but the context is incorrect.<br><b>or</b><br><i>Two parts of message are clearly communicated.</i><br>Only minor spelling errors or occasional grammatical errors. |
| <b>2</b> | <i>Only two parts of message communicated.</i><br>Some errors in spelling and grammar.<br><br>The errors in expression may require patience and interpretation by the reader and impede communication.  |
| <b>1</b> | <i>Only one part of the message communicated.</i><br>Some attempt to address the task but response is very unclear.   |
| <b>0</b> | <i>Question unattempted, or totally incomprehensible response.</i>  |

Candidates are penalised for not writing the minimum number of words (i.e. fewer than 25). They are not penalised for writing too much, though they are not advised to do so. Candidates also need to think carefully about who the target reader is for each task and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

PAPER 1: READING AND WRITING

Part 1 (questions 1–5) and Part 2 (questions 6–10)

Questions 6 – 10  
Part 2



Read the sentences about going camping.  
Choose the best word (A, B or C) for each space.  
For questions 6 – 10, mark A, B or C on your answer sheet.

Example:  
0 Adrian and Martin ..... their school holiday last week.  
A opened B joined C began  
Answer: 0 A B C

- 6 They ..... to go camping for their holiday.  
A decided B thought C felt
- 7 They wanted to ..... somewhere near the sea.  
A stand B put C stay
- 8 It ..... three hours to drive to the campsite.  
A had B took C got
- 9 They put their tent in a ..... of the field.  
A centre B corner C back
- 10 They ..... some postcards to their friends.  
A bought B chose C sent

Turn over ▶

Questions 1 – 5  
Part 1

Which notice (A – H) says this (1 – 5)?  
For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:  
0 You can eat here in the mornings.  
Answer: 0 A B C D E F G H

- 1 You should not swim here.  
A SLOW!  
DANGEROUS CROSSROADS
- 2 You must not drive fast here.  
B SWIMMING POOL  
OPEN AFTERNOONS  
ADULTS - £2.50  
CHILDREN - £1.00
- 3 You can play football here after lessons.  
C HALF PRICE FOOTBALL SHIRTS  
SALE MUST END  
THIS AFTERNOON
- 4 It is cheaper to buy things today than tomorrow.  
D POLICE CARS ONLY
- 5 You can drive here next week.  
E DANGER  
DO NOT GO INTO  
THE WATER
- F Breakfast Served  
7.00 a.m. - 10.00 a.m.
- G ROAD CLOSED  
UNTIL MIDNIGHT SUNDAY
- H SCHOOL SPORTS CLUB  
NOW OPEN IN THE  
EVENINGS!



# PAPER 1: READING AND WRITING


## Part 3 (questions 11–20)

### Part 3

#### Questions 11 – 15

Complete the five conversations.  
For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:



Where do you come from?

A New York

B School

C Home

Answer: ☐ 0 ☒ A ☐ B ☐ C

- 11 I'm sorry we don't have your size.

A What a pity!

B I hope so.

C I'll take it.
- 12 How long are you going to stay in Bangkok?

A For another three weeks.

B For the last three weeks.

C It took three weeks.
- 13 See you tomorrow.

A That's all right.

B I can't see.

C Don't be late.
- 14 Can I leave early?

A Before 4.30.

B Yes, that's fine.

C Not at all.
- 15 I don't like this programme.

A I'll turn it on.

B Let's turn it off then.

C You didn't take it off.

4

#### Questions 16 – 20

Complete the conversation between two friends.  
What does Anita say to Kim?

For questions 16 – 20, mark the correct letter **A – H** on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: 0 H

Answer: ☐ 0 ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☒ H

- Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: 16

Kim: Yes. I need to study on Sunday. Great! It'll be good to go together.

Anita: 17

Kim: First, I'd like to go shopping.

Anita: 18

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: 19

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: 20

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.
- A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

5

Turn over ▶

PAPER 1: READING AND WRITING

Part 4 (questions 21–27)

Part 4

Questions 21 – 27

Read the article about a sailing trip.  
Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)?  
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).  
For questions 21 – 27, mark A, B or C on your answer sheet.

ROUND THE WORLD



Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

- A Right B Wrong C Doesn't say

Answer:

|   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 0 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21 The Spencers were soon ready to travel round the world.

- A Right B Wrong C Doesn't say

22 Jonathan learnt to do the work of a mechanic.

- A Right B Wrong C Doesn't say

23 Claire knew a lot about cooking before the trip started.

- A Right B Wrong C Doesn't say

24 The trip took longer than twelve months.

- A Right B Wrong C Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

- A Right B Wrong C Doesn't say

26 There was a lot for the children to do on the boat.

- A Right B Wrong C Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

- A Right B Wrong C Doesn't say

PAPER 1: READING AND WRITING

Part 5 (questions 28–35)

Part 5

Questions 28 – 35

Read the article about penguins.  
Choose the best word (A, B or C) for each space.  
For questions 28 – 35, mark A, B or C on your answer sheet.

PENGUINS



There (0) ..... seventeen different types of penguins. They can be (28) ..... forty centimetres to more than one metre tall. They all (29) ..... in the south part of the world. In winter, they swim (30) ..... long way to find warmer weather.

In spring, (31) ..... penguins come together on the beaches of Antarctica. The female penguin has one or two eggs. She puts (32) ..... eggs on the ground and sits there to keep (33) ..... warm. But she doesn't sit all the time because penguins can move with one egg between their legs.

(34) ..... the female penguin is sitting on the eggs, the male penguin brings her food. He also (35) ..... this after the baby penguins are born.

8

Example:

|   |   |    |   |     |   |    |         |
|---|---|----|---|-----|---|----|---------|
| 0 | A | is | B | are | C | be | Answer: |
| 0 |   |    |   |     |   |    |         |
|   | A | B  | C |     |   |    |         |

- |    |   |       |   |      |   |         |
|----|---|-------|---|------|---|---------|
| 28 | A | from  | B | by   | C | between |
| 29 | A | lives | B | live | C | lived   |
| 30 | A | one   | B | the  | C | a       |
| 31 | A | lots  | B | much | C | many    |
| 32 | A | her   | B | hers | C | she     |
| 33 | A | it    | B | them | C | their   |
| 34 | A | When  | B | How  | C | Who     |
| 35 | A | does  | B | do   | C | doing   |

9

Turn over ▶

PAPER 1: READING AND WRITING

Part 6 (questions 36–40) and Part 7 (questions 41–50)

Part 7

Questions 41 – 50

Complete the email.  
Write ONE word for each space.

For questions 41 – 50, write the words on your answer sheet.

Example:      0      h a s

From: Jessie

To: Carmen

Thanks for your email.

This month (41) ..... been quite boring for me. I haven't had the time to do any (41) ..... the things I like. Our new teacher gives us too (42) ..... homework and the weather's been terrible (43) ..... the weekends. I haven't played tennis (44) ..... three weeks now! But (45) ..... is some good news! I can come and stay (46) ..... you in the summer. Mum and Dad have said yes! I (47) ..... so pleased.

The best time for me is (48) ..... second half of July. (49) ..... this okay? Please ask (50) ..... mum and dad and email me back. Then I can get my plane ticket.

Part 6

Questions 36 – 40

Read the descriptions of some words about families.  
What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 – 40, write the words on your answer sheet.

Example:

0      This person is your father's or mother's sister.      a \_ \_ \_

Answer:      0      a u n t

- 36      A married man is called this by his wife.      h \_ \_ \_ \_ \_

37      You can learn from these people in your family because they are much older than you.      g \_ \_ \_ \_ \_ \_ \_ \_ \_

38      This is what you are before you get married.      s \_ \_ \_ \_ \_

39      If you have any children, the girl is called this.      d \_ \_ \_ \_ \_ \_ \_

40      This is written on your passport and is usually the same for one family.      s \_ \_ \_ \_ \_ \_ \_
- 10

PAPER 1: READING AND WRITING

Part 8 (questions 51–55) and Part 9 (question 56)

Part 8

Questions 51 – 55

Read the advertisement and the email. Fill in the information in Sam's notes.

For questions 51 – 55, write the information on your answer sheet.

EASTON HALL  
CONCERTS IN THE PARK

17 June  
MYRA  
Tickets: £12.50  
£11.00 students

24 June  
SONEX  
Tickets: £10.00  
£8.50 students

From: Helena

To: Sam

Can you book two tickets – one each – for a concert at Easton Hall? I'm busy on 24 June - it'll have to be the weekend before. Remember we get in cheaper because we're at university. We won't need any food, but it may get cold so bring a jacket.

Sam's Notes

CONCERT

Place: Easton Hall

Date: 51

Name of band: 52

Number of tickets: 53

Price of my ticket: 54 £

Take: 55

Part 9

Question 56

You have started going to a new sports club. Write an email to your English friend, Pat.

Tell Pat:

- where the club is
- what sport you do there
- how much it costs.

Write 25 – 35 words.  
Write the email on your answer sheet.

# PAPER 1: READING AND WRITING

## Answer keys

### Part 1

- 1 E
- 2 A
- 3 H
- 4 C
- 5 G

### Part 2

- 6 A
- 7 C
- 8 B
- 9 B
- 10 C

### Part 3

- 11 A
- 12 A
- 13 C
- 14 B
- 15 B
- 16 C
- 17 F
- 18 A
- 19 G
- 20 D

### Part 4

- 21 B
- 22 A
- 23 C
- 24 B
- 25 C
- 26 A
- 27 A

### Part 5

- 28 A
- 29 B
- 30 C
- 31 C
- 32 A
- 33 B
- 34 A
- 35 A

### Part 6

- 36 husband
- 37 grandparents
- 38 single
- 39 daughter
- 40 surname

### Part 7

- 41 of
- 42 much
- 43 at / during / on
- 44 for / in
- 45 there / here
- 46 with
- 47 'm / am / was
- 48 the
- 49 is
- 50 your

### Part 8

- 51 17(th) June
- 52 Myra
- 53 2 / two
- 54 (£)11(.00) / eleven (pounds)
- 55 (a) jacket

## Sample scripts for Part 9

### Script 1

*Hi, Pat! I joined to a new sport club at the school last week. I am playing football every week there and it don't cost anything! It's great fun. Do you want to come too?*

*Write soon,*

*Joseph*

### 5 marks

#### COMMENTARY

All three parts of the message are clearly communicated with only minor grammatical errors.

### Script 2

*From: Maria*

*To: Pat*

*My favorite sport is a the tennis. I go to new tennis club near my house and plays with my huband. I don't know how much is the cost, pays mine huband!*

### 4 marks

#### COMMENTARY

All parts of the message are communicated with some non-impeding errors in grammar and spelling, and awkwardness of expression.

### Script 3

*Hi Pat,*

*Thank you for your email. I started go to my new football club with my work college. It cost \$4 dollars for a match. Last game I was fist in team and we win!*

### 3 marks

#### COMMENTARY

Two parts of the message are clearly communicated.

### Script 4

*From: Toni*

*To: Pat*

*Thank for email. The sport is a favrite sport. I like a football. I play football in club. I very like. Yo like football? Write me soon.*

### 1 mark

#### COMMENTARY

Only one part of the message is communicated.

### Script 5

*Dear Pat,*

*You start going a sport club. Where is club? What the sport there? How it cost?*

### 0 marks

#### COMMENTARY

The question is unattempted.

For Parts 6, 7 and 8:

Write your answers in the spaces next to the numbers (36 to 55) like this:

| Part 7 |  | Do not<br>write here |
|--------|--|----------------------|
| 41     |  | 1 41 0               |
| 42     |  | 1 42 0               |
| 43     |  | 1 43 0               |
| 44     |  | 1 44 0               |
| 45     |  | 1 45 0               |
| 46     |  | 1 46 0               |
| 47     |  | 1 47 0               |
| 48     |  | 1 48 0               |
| 49     |  | 1 49 0               |
| 50     |  | 1 50 0               |

| Part 6 | Do not write here |
|--------|-------------------|
| 36     | 1 36 0            |
| 37     | 1 37 0            |
| 38     | 1 38 0            |
| 39     | 1 39 0            |
| 40     | 1 40 0            |

| Part 8 |  | Do not write here          |
|--------|--|----------------------------|
| 51     |  | $\frac{1}{2} \frac{51}{0}$ |
| 52     |  | $\frac{1}{2} \frac{52}{0}$ |
| 53     |  | $\frac{1}{2} \frac{53}{0}$ |
| 54     |  | $\frac{1}{2} \frac{54}{0}$ |
| 55     |  | $\frac{1}{2} \frac{55}{0}$ |

**Part 9 (Question 56):** Write your answer below.

Do not write below (Examiner use only).

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

[illegible]

**Candidate Name** \_\_\_\_\_  
(not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil))

**Candidate Signature** -----

**Centre No.** \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

**Examination Title** \_\_\_\_\_

**Centre** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_  
If the candidate is ABSENT or has WITHDRAWN grade here ☐

**Examination Details** \_\_\_\_\_

**Candidate No.** \_\_\_\_\_

## KET Paper 1 Reading and Writing Candidate Answer Sheet

## Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:

Mark ONE letter for each question.

For example, if you think C is the right answer to the

question, mark your answer sheet like this:

|   |       |
|---|-------|
| 0 | A B C |
|---|-------|

| Part 1 |   | Part 2 |                           | Part 3 |   |
|--------|---|--------|---------------------------|--------|---|
| 1      | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ | 6      | $\frac{A}{A} \frac{B}{B}$ | 11     | $\frac{A}{A} \frac{B}{B}$   |
| 2      | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ | 7      | $\frac{A}{A} \frac{B}{B}$ | 12     | $\frac{A}{A} \frac{B}{B}$   |
| 3      | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ | 8      | $\frac{A}{A} \frac{B}{B}$ | 13     | $\frac{A}{A} \frac{B}{B}$   |
| 4      | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ | 9      | $\frac{A}{A} \frac{B}{B}$ | 14     | $\frac{A}{A} \frac{B}{B}$   |
| 5      | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ | 10     | $\frac{A}{A} \frac{B}{B}$ | 15     | $\frac{A}{A} \frac{B}{B}$   |
|        |   |        |                           | 16     | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ |
|        |   |        |                           | 17     | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ |
|        |   |        |                           | 18     | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ |
|        |   |        |                           | 19     | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ |
|        |   |        |                           | 20     | $\frac{A}{A} \frac{B}{B} \frac{C}{C} \frac{D}{D} \frac{E}{E} \frac{F}{F} \frac{G}{G} \frac{H}{H}$ |

| Part 4  | Part 5  |
|---|---|
| 21 <input type="text"/> <input type="text"/> <input type="text"/> | 28 <input type="text"/> <input type="text"/> <input type="text"/> |
| 22 <input type="text"/> <input type="text"/> <input type="text"/> | 29 <input type="text"/> <input type="text"/> <input type="text"/> |
| 23 <input type="text"/> <input type="text"/> <input type="text"/> | 30 <input type="text"/> <input type="text"/> <input type="text"/> |
| 24 <input type="text"/> <input type="text"/> <input type="text"/> | 31 <input type="text"/> <input type="text"/> <input type="text"/> |
| 25 <input type="text"/> <input type="text"/> <input type="text"/> | 32 <input type="text"/> <input type="text"/> <input type="text"/> |
| 26 <input type="text"/> <input type="text"/> <input type="text"/> | 33 <input type="text"/> <input type="text"/> <input type="text"/> |
| 27 <input type="text"/> <input type="text"/> <input type="text"/> | 34 <input type="text"/> <input type="text"/> <input type="text"/> |
|   | 35 <input type="text"/> <input type="text"/> <input type="text"/> |

Turn over for  
Parts 6 - 9

DP488/386



# PAPER 2

# LISTENING

## GENERAL DESCRIPTION

|                     |  |
|---------------------|--|
| <b>Paper format</b> | This paper contains five parts.  |
| <b>Timing</b>       | About 30 minutes, including 8 minutes to transfer answers.   |
| <b>No. of Qs</b>    | 25.  |
| <b>Task types</b>   | Matching, multiple choice, gap-fill.   |
| <b>Sources</b>      | All texts are based on authentic situations, and each part is heard twice.   |
| <b>Answering</b>    | Candidates indicate answers either by shading lozenges (Parts 1–3) or writing answers (Parts 4 and 5) on the answer sheet. |
| <b>Marks</b>        | Each item carries one mark. This gives a total of 25 marks which represents 25% of total marks for the whole examination.  |

## STRUCTURE AND TASKS

### PART 1

|                             |   |
|-----------------------------|---|
| <b>Task type and format</b> | Three-option multiple choice.<br>Short neutral or informal dialogues.<br>Five discrete 3-option multiple-choice items with visuals, plus one example. |
| <b>Task focus</b>           | Listening to identify key information (times, prices, days of week, numbers, etc.).   |
| <b>No. of Qs</b>            | 5.  |

### PART 2

|                             |   |
|-----------------------------|---|
| <b>Task type and format</b> | Matching.<br>Longer informal dialogue.<br>Five items (plus one integrated example) and eight options. |
| <b>Task focus</b>           | Listening to identify key information.  |
| <b>No. of Qs</b>            | 5.  |

### PART 3

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Three-option multiple choice.<br>Longer informal or neutral dialogue.<br>Five 3-option multiple-choice items (plus an integrated example). |
| <b>Task focus</b>           | Taking the 'role' of one of the speakers and listening to identify key information.  |
| <b>No. of Qs</b>            | 5.   |

### PART 4

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Gap-fill.<br>Longer neutral or informal dialogue.<br>Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words, e.g. 'bus', 'red', or if spelling is dictated. |
| <b>Task focus</b>           | Listening and writing down information (including spelling of names, places, etc. as dictated on recording).   |
| <b>No. of Qs</b>            | 5.   |

### PART 5

|                             |  |
|-----------------------------|--|
| <b>Task type and format</b> | Gap-fill.<br>Longer neutral or informal monologue.<br>Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated. |
| <b>Task focus</b>           | Listening and writing down information (including spelling of names, places, etc. as dictated on recording).   |
| <b>No. of Qs</b>            | 5.   |

# Preparation

## General

- The Listening paper is divided into five parts with a total of 25 questions. The texts are written or adapted by item writers specifically for the test and recorded in a studio to simulate real spoken language. The listening texts are recorded on cassette or CD, and each text is heard twice. There are pauses for candidates to look at the questions and to write their answers. The instructions to the candidates on the recording are the same as the instructions on the question paper. Candidates write their answers on the question paper as they listen, and they are then given 8 minutes at the end of the test to transfer these answers to an answer sheet. The complete Listening test, including time for the transfer of answers, takes about 30 minutes.
- Listening is a language skill which should be practised from the early stages of learning English.
- The teacher's first resource is the listening material included in the coursebook. These listening tasks should be made use of regularly in order to build up the confidence which comes from listening to a variety of speakers talking about a range of topics. A major advantage of using taped material is that teacher and students are in control of the number of times a particular listening text is played, which should be varied. Sometimes students will need several repeats before they are able to extract the information required by a particular listening task, but at other times they should try to see how much they can understand after just one hearing.
- In addition to making regular use of coursebook materials, teachers should take every opportunity to maximise students' exposure to authentic spoken English. Even with beginner level students, English should be used as much as possible as the language of classroom management. Thus from an early stage students become used to following instructions in English and to extracting relevant information from spoken discourse.
- Other sources of authentic listening material include: films, television, videos and DVDs, songs, the internet, British Embassies and Consulates, the British Council, language schools, clubs, hotels, youth hostels, airports, teachers of English and any other speakers of English, such as tourists, tourist guides, friends and family.
- In listening to real-life spoken English, students should be encouraged to develop listening strategies such as picking out important information from redundant material, and deducing meaning from context by focusing on important key words and ignoring unimportant unfamiliar terms.
- Students should also become familiar with the task types in the KET Listening paper, and make sure they know how to record their answers on the answer sheet (page 33).

- Candidates should tell the supervisor of the Listening test as soon as possible if they have difficulty hearing the recording. It is important to let the supervisor know this at the beginning of the recording before the Listening test begins properly.

## By part

### ■ PART 1

- In Part 1, candidates are tested on their ability to identify simple factual information in five separate short conversational exchanges. The short conversations are either between friends or relatives, or between a member of the public and a shop assistant, booking office clerk, etc. The information focused on in these dialogues is, for example, prices, numbers, times, dates, locations, directions, shapes, sizes, weather, descriptions of people and current actions.

- On the question paper, the candidates see a simple question and three multiple-choice options based on pictures or drawings. There are five questions in Part 1.

### ■ PART 2

- In Part 2, candidates are tested on their ability to identify simple factual information in a longer conversation. The conversation is an informal one between two people who know each other. The topic will be one of personal interest to the speakers, for example, daily life, travel, occupational activities, free-time activities, etc.

- Candidates show their understanding of the conversation by matching two lists of items, for example, people with the food they like to eat, or days of the week with activities.

### ■ PART 3

- In Part 3, candidates are also tested on their ability to identify simple factual information. The listening text is usually an informal conversation between two people who know each other about a topic of personal interest to the speakers. It is sometimes a transactional exchange, e.g. a person making enquiries in a travel agent's.

- In this part, candidates show their understanding of the conversation by answering five multiple-choice questions, each with three options.

### ■ PARTS 4 AND 5

- In Parts 4 and 5, candidates are tested on their ability to extract specific factual information from a dialogue or monologue and write it down. The dialogue or monologue is in a neutral context, for example, in shops, offices, etc. A monologue may be a recorded message. The information to be extracted is of a practical nature, for example, opening times, entrance fees, etc.

■ Candidates are asked to complete a memo, message or notes on the question paper by extracting information from the listening text and writing it down. Information to be written down consists of numbers, times, dates, prices, spellings and words. In each case, candidates are required to write down one or two words or numbers. Completely accurate spelling is not required, except where a name has been spelled out in the listening text or when it is a simple high-frequency word.

PAPER 2: LISTENING

Part 1 (questions 1–5)

Part 1

Questions 1 – 5

You will hear five short conversations.  
You will hear each conversation twice.  
There is one question for each conversation.  
For questions 1 – 5, put a tick (✓) under the right answer.

Example:

0 How many people were at the meeting?

A ☐

3

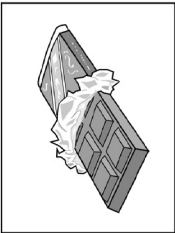
13

B ☐

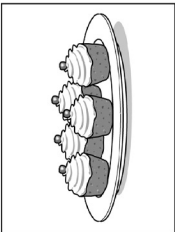
30

C ☒

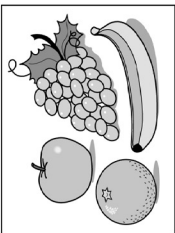
1 What's Jill's favourite food?



A ☐

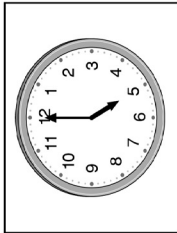


B ☐

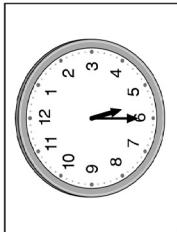


C ☐

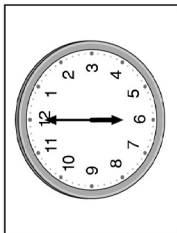
2 What time will Barry phone back?



A ☐

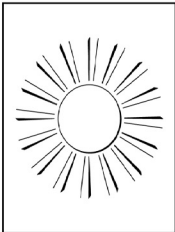


B ☐

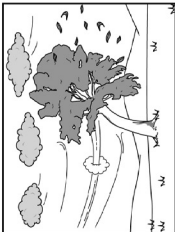


C ☐

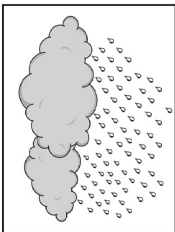
3 What was the weather like last weekend?



A ☐



B ☐

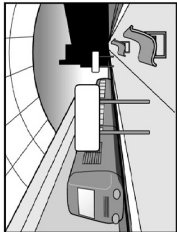


C ☐

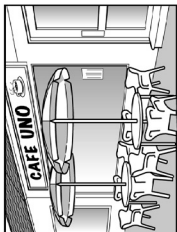
4 Where are they going to meet?



A ☐



B ☐



C ☐

5 What's still in the car?



A ☐



B ☐



C ☐

2

3

Turn over ▶

PAPER 2: LISTENING

Part 2 (questions 6–10) and Part 3 (questions 11–15)

Part 2

Questions 6 – 10

Listen to Sam talking to Jenny about his birthday presents.  
Which present did each person give him?

For questions 6 – 10, write a letter A – H next to each person.  
You will hear the conversation twice.

Example:

0 Jenny C

| People |         | Presents   |                 |
|--------|---------|--|-----------------|
| 6      | parents | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | A belt          |
| 7      | brother | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | B book          |
| 8      | sister  | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | C CD            |
| 9      | aunt    | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | D chocolate     |
| 10     | cousin  | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | E computer game |
|        |         |  | F football      |
|        |         |  | G money         |
|        |         |  | H sweater       |

4

Part 3

Questions 11 – 15

Listen to James talking to a friend about a new music club.  
For questions 11 – 15, tick (✓) A, B or C.  
You will hear the conversation twice.

Example:

0 The club is next to the 

|   |             |                                     |
|---|-------------|-------------------------------------|
| A | cinema.     | <input checked="" type="checkbox"/> |
| B | university. | <input type="checkbox"/>            |
| C | park.       | <input type="checkbox"/>            |

|    |                                       |   |   |                  |                          |   |                |                          |   |                     |                          |
|----|---------------------------------------|---|---|------------------|--------------------------|---|----------------|--------------------------|---|---------------------|--------------------------|
| 11 | The club opened                       | <table><tr><td>A</td><td>yesterday.</td><td><input type="checkbox"/></td></tr><tr><td>B</td><td>a week ago.</td><td><input type="checkbox"/></td></tr><tr><td>C</td><td>a month ago.</td><td><input type="checkbox"/></td></tr></table>                 | A | yesterday.       | <input type="checkbox"/> | B | a week ago.    | <input type="checkbox"/> | C | a month ago.        | <input type="checkbox"/> |
| A  | yesterday.                            | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| B  | a week ago.                           | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| C  | a month ago.                          | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| 12 | What did James like about the club?   | <table><tr><td>A</td><td>the good dancers</td><td><input type="checkbox"/></td></tr><tr><td>B</td><td>the fast music</td><td><input type="checkbox"/></td></tr><tr><td>C</td><td>the friendly people</td><td><input type="checkbox"/></td></tr></table> | A | the good dancers | <input type="checkbox"/> | B | the fast music | <input type="checkbox"/> | C | the friendly people | <input type="checkbox"/> |
| A  | the good dancers                      | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| B  | the fast music                        | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| C  | the friendly people                   | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| 13 | At the club, you must <b>not</b> wear | <table><tr><td>A</td><td>t-shirts.</td><td><input type="checkbox"/></td></tr><tr><td>B</td><td>jeans.</td><td><input type="checkbox"/></td></tr><tr><td>C</td><td>sports shoes.</td><td><input type="checkbox"/></td></tr></table>                      | A | t-shirts.        | <input type="checkbox"/> | B | jeans.         | <input type="checkbox"/> | C | sports shoes.       | <input type="checkbox"/> |
| A  | t-shirts.                             | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| B  | jeans.                                | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| C  | sports shoes.                         | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| 14 | Yesterday, James's ticket was         | <table><tr><td>A</td><td>£5.</td><td><input type="checkbox"/></td></tr><tr><td>B</td><td>£7.50.</td><td><input type="checkbox"/></td></tr><tr><td>C</td><td>£10.</td><td><input type="checkbox"/></td></tr></table>                                     | A | £5.              | <input type="checkbox"/> | B | £7.50.         | <input type="checkbox"/> | C | £10.                | <input type="checkbox"/> |
| A  | £5.                                   | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| B  | £7.50.                                | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| C  | £10.                                  | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| 15 | The club stays open until             | <table><tr><td>A</td><td>12.00.</td><td><input type="checkbox"/></td></tr><tr><td>B</td><td>2 a.m.</td><td><input type="checkbox"/></td></tr><tr><td>C</td><td>5 a.m.</td><td><input type="checkbox"/></td></tr></table>                                | A | 12.00.           | <input type="checkbox"/> | B | 2 a.m.         | <input type="checkbox"/> | C | 5 a.m.              | <input type="checkbox"/> |
| A  | 12.00.                                | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| B  | 2 a.m.                                | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |
| C  | 5 a.m.                                | <input type="checkbox"/>  |   |                  |                          |   |                |                          |   |                     |                          |

5

Turn over ▶

PAPER 2: LISTENING

Part 4 (questions 16–20) and Part 5 (questions 21–25)

Questions 21 – 25  
Part 5  
You will hear some information about a food market.  
Listen and complete questions 21 – 25.  
You will hear the information twice.

ELWOOD FOOD MARKET

Hall 1 sells:

21

and

22

cakes and

23

Hot breakfast in the café until:

Hall 3

Piece of pizza costs:

24

Children's playground next to the:

25

vegetables

You now have 8 minutes to write your answers on the answer sheet.

Questions 16 – 20  
Part 4  
You will hear a man telephoning the Tourist Information Centre in Windfield.  
Listen and complete questions 16 – 20.  
You will hear the conversation twice.

Trip to Windfield

Name of hotel in centre:

16

24

Mill Hotel

Address:

17

£

Cost of single room:

18

Telephone number of hotel:

19

Museum and

20

Places to visit:

Museum closed on:

## PAPER 2: LISTENING

### Tapescript for Sample Test

*This is the Cambridge Key English Test Listening Sample Paper.*

*There are five parts to the test. Parts One, Two, Three, Four and Five.*

*We will now stop for a moment before we start the test.*

*Please ask any questions now because you must NOT speak during the test.*

PAUSE

*Now look at the instructions for Part One.*

PAUSE

*You will hear five short conversations.*

*You will hear each conversation twice.*

*There is one question for each conversation.*

*For questions 1–5, put a tick under the right answer.*

*Here is an example:*

*How many people were at the meeting?*

Woman: Were there many people at the meeting?

Man: About thirty.

Woman: That's not many.

Man: No, but more than last time.

PAUSE

*The answer is 30, so there is a tick in box C.*

*Now we are ready to start.*

*Look at question one.*

PAUSE

1 What's Jill's favourite food?

Man: You like sweet food, don't you, Jill?

Jill: Well, yes, but I really like apples and oranges and things like that best.

Man: Don't you love cream cakes and chocolate?

Jill: They make me feel rather ill if I eat too much.

PAUSE

*Now listen again.*

REPEAT

PAUSE

2 What time will Barry phone back?

Barry: Hello, this is Barry. Can I speak to Linda please?

Woman: Sorry, she's not here. She'll be back at five o'clock.

Barry: Is it OK if I call at six because my music class doesn't finish until five thirty?

Woman: Yes, that will be fine.

PAUSE

*Now listen again.*

REPEAT

PAUSE

3 What was the weather like last weekend?

Man: Hi, Anne. What's happened to your umbrella? Was it the wind?

Anne: Yes, and I got wet this morning in the rain.

Man: The weather's really changed, hasn't it? At the weekend I sat in the sun all day.

Anne: Yes, it's good it didn't rain then.

PAUSE

*Now listen again.*

REPEAT

PAUSE

4 Where are they going to meet?

Shirley: Hi, John. It's Shirley. I'm at the Aroma Café. Can you come and meet me here?

John: Is that the café near the post-office?

Shirley: It's the one near the station. Look, I'll walk to the post-office, you know where that is – so wait for me there.

John: Fine.

PAUSE

*Now listen again.*

REPEAT

PAUSE

5 What's still in the car?

Woman: Have you left anything outside in the car?

Man: I think I brought everything inside. My coat, your bag, and you've got the map, haven't you?

Woman: No, I didn't see it – was it on the back seat?

Man: Yes, I'll go and get it.

PAUSE

*Now listen again.*

REPEAT

PAUSE

*That is the end of Part One.*

PAUSE

Now look at Part Two.

PAUSE

Listen to Sam talking to Jenny about his birthday presents.

Which present did each person give him?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

PAUSE

Sam: Hello, Jenny. Is that for me?

Jenny: Yes, Sam. Happy Birthday. I'm sure you can see it's a CD! Have you had lots of nice presents?

Sam: Yeah. My parents wanted to get me a new sweater, but I asked them for a computer game instead, and they agreed.

Jenny: And I suppose your brother bought you chocolate again?

Sam: Actually, he found a really interesting book on football for me.

Jenny: That's good. And what about your sister? Last year, she bought you that sweater you're wearing, didn't she?

Sam: Yes. Look, she bought me this brown belt. It's Italian leather. I'm sure it cost a lot of money.

Jenny: Lovely. Did your aunt remember to give you something?

Sam: She sent me a cheque for twenty pounds. I may buy some CDs with it.

Jenny: And what about your cousin?

Sam: Well, he hasn't got much money but he gave me some of my favourite chocolate. We can eat it when we watch the football on TV.

Jenny: Great.

PAUSE

Now listen again.

REPEAT

PAUSE

That is the end of Part Two.

PAUSE

Now look at Part Three.

PAUSE

Listen to James talking to a friend about a new music club.

For questions 11–15, tick A, B or C.

You will hear the conversation twice.

Look at questions 11–15 now. You have twenty seconds.

PAUSE

Now listen to the conversation.

James: You know that new music club – well, I've been there.

Woman: Oh yes, James. Is it near the university?

James: No, it's in Park Street, next to the cinema.

Woman: Oh, I know – aren't they still building it?

James: Yes, but it's been open for four weeks now. When I was there yesterday, they said the work will finish this week.

Woman: Was the music good?

James: Well it wasn't fast enough for me or my friends, but some people who were dancing were excellent. I loved watching them.

Woman: Can you wear jeans there?

James: There's a notice saying 'no sports shoes', but jeans and t-shirts are fine.

Woman: How much was it to get in?

James: Usually a ticket costs ten pounds, but I paid less because the first time you go it's only seven pounds fifty. And I can get in for five pounds next time if I bring a friend.

Woman: I'll come. What time does it close?

James: I left at twelve when the band finished playing. After that there's a disco until two a.m. So not as late as some clubs which don't close until five.

PAUSE

Now listen again.

REPEAT

PAUSE

That is the end of Part Three.



PAUSE

*Now look at Part Four*

PAUSE

*You will hear a man telephoning the Tourist Information Centre in Windfield.*

*Listen and complete questions 16–20.*

*You will hear the conversation twice.*

PAUSE

Woman: Hello, Windfield Tourist Information. How can I help?

Man: Hello. I'm hoping to come to Windfield for a few days and I'd like some information about places to stay. I'm looking for somewhere in the centre.

Woman: There's the Mill Hotel. That's at 24 Harvest Road – that's H A R V E S T. It's in the centre.

Man: Do you know how much a room is? I don't want to pay more than thirty pounds.

Woman: The rooms for one person are twenty-eight pounds per night and the double rooms are thirty-two pounds.

Man: That's fine. Do you have the phone number?

Woman: It's 7 2 0 4 3 3. You can phone them any time.

Man: I'd also like to know something about interesting places to see in Windfield.

Woman: Well, there's the Windfield Museum, and of course there's the castle. It's over five hundred years old. They're both quite close to the hotel.

Man: And are they open every day?

Woman: You can't visit the museum on Mondays, and the castle is only open on Saturdays and Sundays.

Man: Thank you. That's a great help. Goodbye.

Woman: Goodbye.

PAUSE

*Now listen again.*

REPEAT

PAUSE

*That is the end of Part Four.*

PAUSE

*Now look at Part Five*

PAUSE

*You will hear some information about a food market.*

*Listen and complete questions 21–25.*

*You will hear the information twice.*

PAUSE

Man: This is some information for shoppers at Elwood Food Market. There are three large food halls here.

Turn left at the entrance for Hall 1. Here you can buy many different vegetables. Choose the vegetables yourself. Use the plastic bags and then pay for everything at the cash desk. This hall also has very good fish. It all comes here straight from the sea.

In Hall 2, you can find lovely cakes and bread. And next to this hall there is a café. You can get sandwiches, snacks and drinks all day in the café, and a hot breakfast until 11.30.

Hall 3 is the biggest hall and sells cheese, eggs and meat. In this hall there is also a special Italian shop. You can buy different pasta and they make pizza daily. At 55p a piece, it's not expensive. Children will love our new playroom. It's at the end of the hall next to the telephones. You can leave them there safely when you shop.

Happy shopping!

PAUSE

*Now listen again.*

REPEAT

PAUSE

*That is the end of Part Five.*

*You now have eight minutes to write your answers on the answer sheet.*

PAUSE

*You have one more minute.*

PAUSE

*That is the end of the test.*

## PAPER 2: LISTENING

### Answer keys for Sample Paper

#### Numbers 1–15

|   |          |    |          |    |          |
|---|----------|----|----------|----|----------|
| 1 | <b>C</b> | 6  | <b>E</b> | 11 | <b>C</b> |
| 2 | <b>C</b> | 7  | <b>B</b> | 12 | <b>A</b> |
| 3 | <b>A</b> | 8  | <b>A</b> | 13 | <b>C</b> |
| 4 | <b>A</b> | 9  | <b>G</b> | 14 | <b>B</b> |
| 5 | <b>B</b> | 10 | <b>D</b> | 15 | <b>B</b> |

In Parts 4 and 5, recognisable spelling is accepted except in question 16, where spelling must be correct.

- 16 **Harvest**
- 17 **(£)28 / twenty eight**
- 18 **720433**
- 19 **castle**
- 20 **Monday(s)**
- 21 **(very good) fish**
- 22 **bread**
- 23 **11.30 / eleven thirty**
- 24 **(£0.)55p / pence**
- 25 **telephone(s)**

Brackets ( ) indicate optimal words/letters.



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

[illegible]

Candidate Name

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Candidate Signature**

Examination Title

## Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here 

Centre No.

Candidate No.

## Examination Details

|   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

## KET Paper 2 Listening Candidate Answer Sheet

## Instructions

Use a **PENCIL** (B or HB).

Rub out any answer you want to change with an eraser.

For **Parts 1, 2 and 3:**

Mark ONE letter for each question.

For example, if you think **C** is the right answer to the question, mark your answer sheet like this:

|   |   |   |   |
|---|---|---|---|
| 0 | A | B | C |
|   |   |   |   |

## Part 1

|   |   |   |   |
|---|---|---|---|
| 1 | A | B | C |
| 2 | A | B | C |
| 3 | A | B | C |
| 4 | A | B | C |
| 5 | A | B | C |

## Part 2


|    |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|
| 6  | A | B | C | D | E | F | G | H |
| 7  | A | B | C | D | E | F | G | H |
| 8  | A | B | C | D | E | F | G | H |
| 9  | A | B | C | D | E | F | G | H |
| 10 | A | B | C | D | E | F | G | H |

### Part 3

|    |   |   |   |
|----|---|---|---|
| 11 | A | B | C |
| 12 | A | B | C |
| 13 | A | B | C |
| 14 | A | B | C |
| 15 | A | B | C |

For **Parts 4 and 5:**

Write your answers in the spaces next to the numbers (16 to 25) like this:

0 example 

## Part 4

|           |  |                               |
|-----------|--|-------------------------------|
| <b>16</b> |  | write here<br>1 16 0<br>□ □ □ |
| <b>17</b> |  | 1 17 0<br>□ □ □               |
| <b>18</b> |  | 1 18 0<br>□ □ □               |
| <b>19</b> |  | 1 19 0<br>□ □ □               |
| <b>20</b> |  | 1 20 0<br>□ □ □               |

## Part 5

|           |  |  |
|-----------|--|--|
|           |  | write here   |
| <b>21</b> |  | $\frac{1}{\square} \quad 21 \quad \frac{0}{\square}$ |
| <b>22</b> |  | $\frac{1}{\square} \quad 22 \quad \frac{0}{\square}$ |
| <b>23</b> |  | $\frac{1}{\square} \quad 23 \quad \frac{0}{\square}$ |
| <b>24</b> |  | $\frac{1}{\square} \quad 24 \quad \frac{0}{\square}$ |
| <b>25</b> |  | $\frac{1}{\square} \quad 25 \quad \frac{0}{\square}$ |

# PAPER 3 SPEAKING

## GENERAL DESCRIPTION

**Paper format** This paper contains two parts.

**Timing** 8–10 minutes per pair of candidates.

**No. of parts** 2.

**Interaction pattern** The standard format is two candidates and two examiners. One examiner acts as both assessor and interlocutor and manages the interaction by asking questions and setting up the tasks. The other acts as assessor and does not join in the conversation.

**Task types** Short exchanges with the examiner and an interactive task involving both candidates.

**Marks** Candidates are assessed on their performance throughout the test. Candidates are not expected to produce completely accurate or fluent language, but they are expected to interact appropriately and intelligibly. The emphasis in assessment is on the ability to communicate clearly.

## STRUCTURE AND TASKS

### PART 1

**Task type and format** Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.

**Focus** Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to.

**Timing** 5–6 minutes.

### PART 2

**Task type and format** Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.

**Focus** Factual information of a non-personal kind related to daily life.

**Timing** 3–4 minutes.

# Preparation

## General

- The Speaking test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The Speaking component contributes 25% of the marks for the whole test.
- It is important that the speaking skill is developed alongside the other language skills. This may best be done by making English the language of classroom management, and by encouraging students to communicate with each other and with the teacher in English.
- Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, job or subject of study, give information about their family, home town, school, free-time activities and talk simply about their likes and dislikes.
- Simple role plays in which students are required to ask and answer questions will provide useful practice. Such role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences, or feature exchanging information about such things as charges and opening times of, for example, a local sports centre.
- Practising for the KET Speaking component will help students prepare for possible real-life situations. This will encourage students to use the spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.

## By part

### ■ PART 1

- This takes 5 to 6 minutes. In this part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, occupation, family etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

### ■ PART 2

- This takes 3 to 4 minutes. In this part, the two candidates interact with each other. This involves asking and answering questions about factual information of a non-personal kind. Prompt cards are used to stimulate questions and answers which will be related to daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

# Assessment

Throughout the test, candidates are assessed on their language skills, not their personality, intelligence or knowledge of the world. They must, however, be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable. Candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at KET level. The assessor awards marks according to three analytical criteria: Grammar and Vocabulary, Pronunciation and Interactive Communication. The interlocutor awards a global achievement mark.

### ■ Grammar and Vocabulary

This refers to the candidate's ability to use vocabulary, structure and paraphrase strategies to convey meaning. Candidates at this level are only expected to have limited linguistic resources, and it is success in using these limited resources to communicate a message which is being assessed.

### ■ Pronunciation

This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

### ■ Interactive Communication

This refers to the candidate's ability to take part in the interaction appropriately. At this level candidates may have some difficulty maintaining simple exchanges, or may need prompting. Candidates are given credit for being able to ask for repetition or clarification if necessary.

### ■ Global Achievement

This is based on the analytical criteria and relates to the candidate's performance overall.

## Marking

As mentioned above, assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. The assessor awards marks for each of the four criteria listed above. The interlocutor awards each candidate one global mark.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required.

The Team Leaders are responsible to a Professional Support Leader who is the professional representative of Cambridge ESOL for the Speaking tests. Professional Support Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session. Team Leaders are

appointed by the Professional Support Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on DVD.

The sample tests on DVD are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

## Cambridge ESOL Common Scale for Speaking

### LEVEL C2 MASTERY

#### CERTIFICATE OF PROFICIENCY IN ENGLISH:

##### Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

### LEVEL C1 EFFECTIVE OPERATIONAL PROFICIENCY

#### CERTIFICATE IN ADVANCED ENGLISH:

##### Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

### LEVEL B2 VANTAGE

#### FIRST CERTIFICATE IN ENGLISH:

##### Generally effective command of the spoken language

- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

### LEVEL B1 THRESHOLD

#### PRELIMINARY ENGLISH TEST:

##### Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

### LEVEL A2 WAYSTAGE

#### KEY ENGLISH TEST:

##### Basic command of the spoken language

- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

## PAPER 3: SPEAKING

## Part 2

## Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

## Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.


**Candidate A, here is some information about a museum.**

**Candidate B, you don't know anything about the museum, so ask A some questions about it. Now B, ask A your questions about the museum and A, you answer them.**

**Candidate A - your answers.**

**Candidate B - your questions.**

**SANDON AIR MUSEUM**



**More than 70 aeroplanes to look at**  
**OPEN DAILY 10 am – 6 pm**  
 Shop with books and postcards  
 Large free car park

**Tickets: Adults £8.00**  
**Students £5.00**

**MUSEUM**

- ◆ what / see?
- ◆ open / weekends?
- ◆ student ticket? £ ?
- ◆ car park?
- ◆ buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

- What can I see at the museum?
- Is it open at the weekend?
- How much is a student ticket?
- Is there a car park?
- Can I buy a postcard there?

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The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a bookshop.


**Candidate B, here is some information about a bookshop.**

**Candidate A, you don't know anything about the bookshop, so ask B some questions about it. Now A, ask B your questions about the bookshop and B, you answer them.**

**Candidate B - your answers.**

**Candidate A - your questions.**

**WORLD BOOKS**  
 212 Main Street



**Largest bookshop in the country**  
*Get your travel books here*

Monday – Saturday 10.00 am – 8.00 pm  
 Sunday 12.30 pm – 8.00 pm

**Tel: 724 399**

**BOOKSHOP**

- ◆ address ?
- ◆ big / small ?
- ◆ closed / Sundays ?
- ◆ sell / travel books ?
- ◆ telephone number ?

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